REPORT RESUMES

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SOME ASPECTS OF THE TEACHING OF ENGLISH IN SELECTED EAST LONDON SECONDARY SCHOOLS DURING 1965-66, AND A COMPARISON WITH ALBERTA, CANADA, FOR THE 1963-64 ACADEMIC YEAR.

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THE PURPOSE OF THIS INVESTIGATION, MODELED AFTER A RPOFESSIONAL LOAD STUDY BY THE ALBERTA TEACHERS' ASSOCIATION, WAS TO ASSESS THE STATE OF ENGLISH TEACHING IN A NUMBER OF EAST LONDON SECONDARY SCHOOLS. SOME ASPECTS OF THESE FINDINGS WERE THEN COMPARED WITH CONDITIONS IN ALBERTA, CANDADA. INTERVIEWS WERE HELD WITH 69 EAST LONDON TEACHERS AND THE HEADMASTERS OF 13 SCHOOLS. RESULTS INDICATED THAT--(1) THE PERCENTAGE OF TEACHERS WITH UNIVERSITY DEGREES IS MUCH HIGHER IN GRAMMAR SCHOOLS THAN IN SECONDARY-MODERN OR COMPREHENSIVE SCHOOLS, (2) ABOUT 20 PERCENT OF THE SAMPLE HAVE NOT COMPLETED PROFESSIONAL CERTIFICATE REQUIREMENTS, (3) GRAMMAR SCHOOL TEACHERS MEET CLASSES OF SMALLER SIZE THAN THEIR COLLEAGUES IN SECONDARY-MODERN AND COMPREHENSIVE SCHOOLS, (4) LITTLE USE IS MADE OF AUDIOVISUAL AIDS, (5) WORKING ENVIRONMENTS, WITH THE EXCEPTION OF LIBRARY FACILITIES, ARE SATISFACTORY TO TEACHERS, (6) TEACHERS HAVE CONSIDERABLE CHOICE IN THE USE OF SYLLABI, AND (7) INTERNAL COMMUNICATION WITHIN ENGLISH DEPARTMENTS IS LARGELY INFORMAL AND UNSCHEDULED. COMPARED WITH TEACHERS IN ALBERTA, BRITISH TEACHERS MEET MORE STUDENTS EACH DAY AND ASSIGN MUCH MORE WRITING TO THEIR STUDENTS. (APPENDICES CONTAIN--(1) THE INTRODUCTORY LETTER TO HEAD TEACHERS, (2) A COMMENTARY ON INTERVIEWS HELD WITH HEAD TEACHERS, (3) A SAMPLE BRIEF ENGLISH SYLLABUS, (4) A SAMPLE OF A MORE DETAILED ENGLISH SYLLABUS, AND (5) THE PREFACE TO "THE PROFESSIONAL LOAD OF SECONDARY TEACHERS OF ENGLISH IN ALBERTA 1964-64.") (THIS REPORT WAS SUBMITTED AS AN ASSOCIATESHIP REPORT, THE UNIVERSITY OF LONDON INSTITUTE OF EDUCATION.) (DL)

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BY

J.D.McFETRIDGE EDMONTON, ALBERTA, CANADA.

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by

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Edmonton, Alberta, Canada

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Part One

THE PROBLEM AND METHODS OF PROCEDURE

The Problem

In September 1965, the English Council of The Alberta Teachers' Association published in Edmonton the findings of its Professional Load Committee in a report titled The Professional Load of Secondary Teachers of English in Alberta, 1963-64[1]. The English Council, an organization of the parent teachers' body, set out to assess the qualifications, experience, and special preparation of secondary teachers of English in the province; to investigate their teaching assignment, teaching practice, and hour load; and to seek their opinions as to what they deemed a proper environment for the teaching of English.

This associateship report follows the main contours of the English Council's investigation. It uses as a sample 69 secondary teachers of English in two east London school jurisdictions, partly for the purpose of making comparisons between the Alberta and the east London systems.

Methods of Procedure

The study is structured upon personal interviews with the east London secondary teachers sample. The teachers were interviewed during the period January 12 to March 8, 1966. A checksheet was used as the basis for the interview (see Part Two of this report), and the interviews generally took about one hour each to complete. The headmasters in each of the 13 schools visited were also interviewed on the basis of another checksheet, and these results, though not directly related to the teaching of English in the schools, are set out in Appendix 2 of this report. Anonymity was assured all participants to encourage frank replies to the checksheet questions. The collected data were then compiled and classified, and this report is written from them.

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[1] Research Monograph No. 1, English Council, ATA, Sept, 1965

The generous cooperation of school authorities, headmasters, English department heads, and teaching staff in making materials and information available is gratefully acknowledged.

Part Two

DEFINITIONS

1. The Checksheet (Teachers)

The checksheet used with each teacher interviewed is set out below. It was closely followed in each case, though teachers were encouraged to expand on any one of the questions if they so chose.

SCHOOL VISITS - CHECKSHEET (Teachers)

I. The Teacher

1. Sex - M F
2. Marital Status - M S Other
3. Preparation - Univ Prof Other
4. English Specialty - __________
5. Teaching Experience (yrs.) - _______

II. Assignment

1. Forms Taught - No. Period per Week
   Class Sizes   Class Subject
2. Students Met
   (a) Average per day _____
   (b) Average per week _____
3. Classes Met/Wk
   English
   Other
   Total ______
4. Hour Load/Teaching Wk.
   (a) Instruction _______
   (b) Preparation _______
   (c) Marking _______
   (d) Other _______
   Total _______
   (e) Spare periods per week _______
5. Average Size of All Classes Taught _________

III. Teacher's Utilization of Class Time

1. Approximate percentage of class time spent in:

%

(a) Formal Grammar ____
(b) Language Study (other than grammar) ____
(c) Literature (Poetry) ____

%

(d) Literature (Prose) ____
(e) Free Work Period ____
(f) Free Drama ____
(g) Scripted Drama ____
(h) Other ____

2. (a) Average number of writing assignments per pupil per month __________
   (b) Nature of Assignments _________

IV. Space and Equipment

1. Check those used as a regular part of English instruction:

   (a) Audio visual aids (specify and exclude TV)
   (b) Television programs (details)
   (c) Library (including adequacy)
   (d) Other (field trips, visits)

2. Adequacy of teaching space -
3. Other environment factors -

V. Organization of English Department

1. Syllabus ☐ Used ☐ Partially Used ☐ Not Used
   Comment -

2. Organization for teaching - Comment
3. Consultation within department - Comment
4. Internal examinations - Organization - Comment
5. Choice of Texts - Comment

VI. Teacher Opinion

1. Adequacy of preparation of secondary pupils for secondary work ____________
2. Work load __________
3. Assignment __________
4. Curriculum in use __________
5. Three most critically needed changes in English teaching program
   (i)
   (ii)
   (iii)

Explanations Given With Checksheet (Teachers)

A copy of the checksheet was handed to the teacher at the beginning of the interview, and the responses were recorded by the interviewer only after any necessary discussion ensured that the question was properly framed and understood. The following explanations were generally given:

I. (2) Marital Status - "Other" means divorced, separated, widowed

I. (3) Preparation - "Other" refers to trade, or on-the-job training used in teaching

I. (4) English Specialty - refers to any special courses the teacher had taken in English. Degree work in English was treated as special training.

II. (3) Classes here refers to different classes, not the same class which may have been met more than once a week.

II. (4) Hour Load

(a) Instruction time was taken directly from the timetable as it existed at the time of the interview.

(b) and (c) Preparation and marking times were estimated for an average week during the current academic year, including time used on weekends, but not including time used on holidays.

(d) "Other" here includes any activities directly related to the organization of the school, ancilliary activities required by the teaching task not covered in (a), (b), or (c), or any professional course work the teacher was undertaking.

(e) Spare periods per week were as shown on the timetable. Many of these were not, in fact, free periods for the teacher.

III. (1) These percentages were estimates made with reference to the teacher's work in English instruction periods only. The number of periods per week in which he stood in front of English classes was computed, and the percentages were based on this total. The teacher was not required to account for 100 percent of his English practice. Contours only were sought.

III. (2) A unit of 250 words was arbitrarily established by the interviewer and the teacher was asked to estimate the number of such units required of the majority of his students in English in an average month. Non-continuous grammar exercises required of the students were not included in the estimate, and only those language exercises of a continuous creative writing nature were counted.

VI. (1) The teacher was asked to give his general impression of the English skills that most pupils brought with them from the junior school.

VI. (3) The teacher was asked whether or not he thought that his university and professional education was being put to good use in the kind of classes to which he was assigned.

VI. (4) The teacher was asked to comment as to whether or not he thought that the secondary English program was offering students a set of useful, practical skills which they could well use in later years.

VI. (5) The teacher was asked to list three things that he would change in his total English assignment or in the total English program if he had the power to do so.

2. The Checksheet (Headmasters)

The checksheet used with all headmasters interviewed is set out below. Opinions of the headmasters were sought in Part III with respect to the efficiency and advisability of including these various devices in the school's administrative structure.

SCHOOL VISITS - CHECKSHEET (Headmasters)

I. The School

1. Name
2. Type
3. Pupil Enrolment
4. Number of Staff
    Full time
    Part time _______
    Total
5. Buildings and Equipment

II. The Head

1. Teacher education
2. Teaching experience
    Teaching
    Administration ________
    Total

III. Organization of School

1. Department head system -
2. Class structure -
3. Use of streaming -
4. Amount of administrative assistance -
5. Shared services -
6. Staff communications -
7. School uniforms -
8. Entry system -
9. Extra curricular functions -

IV. Head's Opinons On:

1. Staffing -
2. Absenteeism -
3. Budget -
4. School uniforms -
5. The comprehensive school -
6. The co-educational school -
7. Organization of the school -
8. Organization of the jurisdictional unit -
9. GCE and CSE examinations
10. Eleven-plus selection procedures

3. The Classification of Data

In classifying the data collected, the two boys', three girls', and one mixed grammar school are grouped together in the "G" group, while the "O" (other) group consists of one boys', two girls', and one mixed secondary modern school, along with two boys' and one mixed comprehensive school.

Part Three

THE STUDY POPULATION

1. Sex and Marital Status

Table 3.1 below shows the distribution of the sample by sex. Out of the total study population, males made up 39 out of the 69 teachers. The total sample includes five boys', five girls', and three mixed schools. The domination of males in the "O" schools is partly explained by the fact that this group contains three boys' two girls', and two mixed schools. The male-female proportions in the "G" schools are from a sample of two boys', three girls', and one mixed school.

Table 3.1

Distribution of Sample by Sex

	"G"	"O"	Total
Male	15	24	39
Female	14	16	30
		Grand Total	69

Table 3.2

Distribution of Sample by Marital Status

	G			O			Total		
	M	F	T	M	F	T	M	F	T
Married	8	6	14	19	2	21	27	8	35
Single	6	8	14	4	14	18	10	22	32
Other	1	0	1	1	0	1	2	0	2
			29			40			69

Nearly 79 percent of the males in the "O" schools sample are married men, by contrast with the fact that about 87 percent of the female staff are single. By contrast, only 53 percent of the males in the "G" schools are married, while single women make up only 57 percent of the female staff. Judging from the total sample, it would appear that these two school authorities are depending heavily on married men (about 69 percent of the males are married) and single females (about 73 percent of the females are single) for English staffs. The corallary of this is that there are relatively few single men or married females among the total staff of teachers of English in the sample taken from the two systems.

2. Teacher Education

The amount of teacher education of the sample is shown in Table 3.3 below, which gives a breakdown of the numbers holding a university degree alone, those with a teaching certificate alone, and those with both.

Table 3.3

Teacher Education of the Sample

f. reporting[2]	G			O			Total		
	M	F	T	M	F	T	M	F	T
Degree only	6	2	8	4	2	6	10	4	14
Certificate only	0	1	1	13	9	22	13	10	23
Both Degree and Certificate	9	11	20	7	5	12	16	16	32
			29			40			69

[2] "f" means frequency or number reporting as being in the various classifications.

About 27 percent of the "G" teachers reported no professional preparation for teaching as compared with about 15 percent of the "O" teachers. On the other hand, about 96 percent (all but one) of the "G" teachers had a university degree, by comparison with the 45 percent of "O" teachers with a degree. About 64 percent of the "O" females held a teaching certificate with no degree by comparison to about 7 percent of their female colleagues in the "G" schools. About 68 percent of the "G" sample held both a degree and a certificate, as compared with about 46 percent in the "O" schools. There are obviously marked differences in the amount and kind of teacher education in the staff in the two types of schools in the sample.

3. Specialty in English

An assessment was made of the special training in the field of English reported by the sample. Specialty in the field was considered to lie in having a degree in English or having taken special professional courses in the subject either intra- or extramural in certificate work. Table 3.4 shows the results of this survey.

Table 3.4

Specialty in English in the Sample

f. reporting		G			O			Total		
		M	F	T	M	F	T	M	F	T
Specialty	Certif. Wk.	0	4	4	9	5	14	9	9	18
	Degree Work	8	7	15	2	6	8	10	13	23
	Cert.+Degree	2	1	3	1	1	2	3	2	5
No Specialty Reported		5	2	7	12	4	16	17	6	23
				29			40			69

In both "O" and "G" groups, women claimed a much higher degree of English specialty than men. About 30 percent of "O" males and about 17 percent of "G" males had no specialty in English by comparison with only 10 percent and about 6 percent for their respective female colleagues. About one-half of the "G" teachers have a degree in English, by comparison with one-fifth of the "O" teachers of English. There appears to be less specialty in terms of teacher education in English among the "O" group than among the "G" group in the sample.

4. Teaching Experience

The years of teaching experience claimed by the sample are set out in table 3.5 below. The bulk of both the "G" and "O" groups is found at less than five years and more than 11 years of experience, with about 85 percent of the sample falling into these two categories. There is a persistent decrease in the percentages of both male and female teachers in both systems with from 6 to 10 years of experience in the sample.

Table 3.5

Years of Teaching Experience in the Sample

	G			O			Total		
	M	F	T	M	F	T	M	F	T
1 to 5 years	6	5	11	7	9	16	13	14	27
6 to 10 years	2	3	5	5	1	6	7	4	11
11 plus years	7	6	13	12	6	18	19	12	31
			29			40			69

The sample indicates that the two school systems have depended heavily on retention of relatively inexperienced teachers to staff their English program (about 38 percent have 1 to 5 years of experience in the two systems), and on their older teachers who make up nearly 45 percent of the English staff. The middle range accounts for only 17 percent of the sample's English staff. It is unfortunate that the length of service of teachers in the two jurisdictions was not searched as it might have revealed interesting variations in mobility in the systems.

Summary

1. The study sample consists in 69 teachers of English from 13 schools in two east London school jurisdictions. The schools consist of six grammar schools (2 boys', 3 girls', 1 mixed); 4 secondary modern schools (1 boys', 2 girls', 1 mixed); and 3 comprehensive schools (2 boys' and 1 mixed).
2. For statistical purposes, the grammar school population is grouped under "G", and the secondary modern and comprehensive population is grouped together under "O" for "Other".
3. A very heavy proportion of the males were married, and females were single in the "O" schools in contrast with the "G" schools.
4. The percentage of teachers of English with a university degree in the "G" schools is much higher than that of the "O" schools. About 64 percent of the "O" females had no university degree.
5. About 20 percent of the total sample had not completed professional certificate requirements.

6. Females reported a much higher degree of specialty in English than did males.
7. There was a disproportionately small number of teachers in the sample in the six to ten year experience range.

Part Four

THE TEACHING ASSIGNMENT

1. Form Assignment

No pattern could be discerned from the data which would throw light on the questions as to whether novitiates are assigned lower forms, and lower streams, whether experienced teachers are given the brighter, more adult forms; or whether there was a tendency to give all teachers a range of age and ability classes to work with. As no patterns emerged, it was concluded that the assignment of forms was not a matter in which a common policy prevailed throughout the sample of schools.

2. Students Met per Day

Teachers were asked to estimate how many students they had to deal with in an average day during the school year. The compilation of their estimates is found in table 4.1 below where the number of teachers reporting in the various ranges is recorded. The range of the replies, and the average number reported have also been worked out and added to the table.

Table 4.1

Students Met per Day, with Ranges and Means

f. reporting	G			O			Total		
St. Met	M	F	T	M	F	T	M	F	T
75	1	0	1	1	0	1	2	0	2
76-100	4	1	5	3	2	5	7	3	10
101-125	6	8	14	2	1	3	8	9	17
126-150	2	5	7	6	3	9	8	8	16
150	2	0	2	12	10	22	14	10	24
Range	70-170	84-150	70-170	72-224	90-256	72-256	70-224	84-256	70-256
Means	118.2	127.4	122.6	154.1	172.8	161.6	140.3	151.6	145.2

Little difference is found in the male and female load within the "G" group though males in both groups tend to report a lower average of students met per day, with this difference reaching about 18 students per day less for "O" males than "O" females. It would appear from this table that "O" teachers are carrying a much heavier pupil-per-day load than are their "G" colleagues. This is corroborated in the average class size data reported below for the two systems.

3. Classes Taught

Thirteen teachers from the sample (7 "G" teachers and 6 "O" teachers) taught nothing else but English classes. The other 63 taught a variety of other subjects along with English. Table 4.2 below sets out the average number of English and other classes taught per week by the sample in the two systems.

Table 4.2

Mean English and Other Classes Taught per Week (to the nearest 1/10th)

f. reporting	G			O			Total		
Classes Taught	M	F	T	M	F	T	M	F	G+O
English	5	4.6	4.8	4.2	3.1	3.7	4.5	3.8	4.1
Other	2.3	2	2.1	3.2	3.5	3.3	2.6	2.8	2.8
Total	7.3	6.6	6.9	7.4	6.6	7.0	7.1	6.6	7.0

The table indicates that there is a greater tendency in "G" schools to assign more English than other classes to the sample (over 2:1 for English classes). Females in "O" schools report an average of other classes greater than that of their average English assignment. Teachers in both systems are meeting about seven different classes per week, averaging out to about four English and three others.

Summary

1. No common policy in assignment of forms or streams to teachers on the basis of their sex, teaching experience, or qualifications, was evident in the data.
2. "G" males and females report nearly the same student load per day, with females' classes slightly more uniform in size.
3. "O" males report meeting an average of about 18 students less per day than their female "O" colleagues.
4. "G" teachers evidently meet a much smaller number of students per day than do their "O" colleagues. This was borne out in the

average class sizes reported for the two systems.

5. In the "G" schools, teacher of English are assigned a higher proportion of English classes than are their "O" colleagues.
6. Females in the "O" schools report a higher average number of other classes taught than they do English classes.

Part Five

TEACHERS' HOUR LOAD

1. Hour Load

Teachers were asked to calculate the number of hours per week they spent in the activities listed in table 5.1 on page 20. The instruction hour load was taken directly from the timetable on which the teacher was working at the time of interview, and represents a definite minimum figure for instruction time. The preparation and marking figures are estimates based on the hours spent in an average week in the year (including weekends) on these activities. The "other" category includes estimates of time spent in activities directly related to school activities, and those tasks directly related to the teacher's function in the classroom. The range of the responses is included in the table. All averages are corrected to the nearest .10 hours.

The table indicates that the average hour load reported by both "G" and "O" teachers is much the same. The data revealed that high preparation loads were tended to be reported by relatively inexperienced teachers, and that many experienced teachers found this a negligible factor in their week's work. High marking loads tended again to be reported by relatively inexperienced females. The greatest contrast in the average number of spare periods per week is between females in the "G" and "O" groups (a difference of 3.2 periods per week). All teachers were quick to point out that spare periods are usually these in name only, many of them being used for

Table 5.1

Mean Hour Load with Ranges

f. reporting	"G"						"O"						"T"					
	Hours			Range			Hours			Range			Hours			Range		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Inst.	18.2	16.3	17.3	15-23	13-21	13-23	18.9	18.7	18.8	15-26	13-20	13-26	18.5	17.5	18.0	15-26	13-21	13-26
Prep.	5.1	7.7	6.4	0-10	3-13	0-13	5.2	6.7	5.9	2-14	3-12	2-14	5.1	7.2	6.3	0-14	3-13	0-14
Mark	8.6	9.8	9.2	1-15	4-19	1-19	8.7	10.2	9.4	4-15	4-20	4-20	8.6	10.0	9.3	1-15½	4-19	1-19
Other	6.2	7.9	7.0	0-18	0-20	0-20	7.9	3.5	5.7	0-24	0-7	0-24	7.0	5.7	6.3	0-24	0-20	0-24
Total	38.1	41.7	39.9	24-48	27-55	24-55	40.7	39.1	39.8	25-57	29-58	25-58	39.2	40.4	39.9	24-57	27-58	24-58
Spares/ Week	7.7	9.0	8.3	6-11	1-16	1-16	7.5	5.8	6.6	3-17	4-8	3-17	7.6	7.4	7.5	3-17	1-16	1-17

duties assigned by the administration. The extremes in the ranges here are accounted for by the fact that housemasters, mistresses, and librarians often reported a high number of timetable spares in which they were working at their assigned functions.

2. Class Size

The teachers were asked to estimate the average class size of the classes they had to meet during a week. The calculations include the number of times they had to meet groups of various sizes. The averages of class sizes reported are found in table 5.2 below.

Table 5.2

Mean Class Sizes With Ranges

	"G"			"O"			"T"		
	M	F	T	M	F	T	M	F	T
	23.7	23.2	23.5	28.5	29.7	29	26.6	26.8	26.7
Ranges	16-30	15-28	15-30	18-34	18-35	18-35	16-34	15-35	15-35

The table indicates that the "G" schools generally feature smaller average classes than do the "O" schools. Females in the "O" schools report the heaviest average class load, with the highest extreme range of 35 pupils.

Summary

1. The average weekly hour loads of "G" and "O" teachers were very similar.
2. Inexperienced teachers claimed the highest preparation and marking hour loads.

3. Periods shown as spares on the teachers' timetables were often used for tasks assigned by the school administration, such as housemasters' duties, librarians' duties, department head duties, and substitution for absent teachers.
4. "G" females reported the highest average number of spares per week, "O" females the lowest number.
5. Extremes in "other" hour load range were claimed by English department heads, and those teachers studying courses toward further qualifications.
6. "G" females report the lowest average class size; "O" females the highest.
7. Classes in the "O" schools are on the average larger than those in the "G" schools.

Part Six

TEACHERS' UTILIZATION OF CLASS TIME IN ENGLISH

1. Utilization of Class Time

In this section, the teachers were asked to make an estimate of the percentage of time spent during English instruction time per week in carrying out the various English activities set out in table 6.1 below. It was made clear that these percentages were only estimates that could vary from one week to the other, and were designed to reveal a profile of class activities, rather than a specific picture. A teacher was not required to account for 100 percent of his practice during an average week of English teaching. Results of these estimates were averaged and are set out in the table.

Table 6.1

Mean of Percentage Estimates of Utilization of Class Time in English

		Formal Gram.	Lang.	Lit. Poetry	Lit. Prose	Free Work Period	Free Drama	Scripted Drama	Other
"G"	M	6.6%	25.8%	16.5%	18.4%		6.3%	12.3%	9.9%
	F	8.5	28.8	19.9	16.3		6.0	11.3	6.0
	T	7.4	27.3	18.2	17.4		6.1	11.8	7.8
"O"	M	7.7	50.5	8.9	13.5		5.2	4.8	7.0
	F	7.7	49.3	15.2	15.1		4.2	1.0	5.2
	T	7.7	49.6	12.1	14.3		4.7	2.9	6.1
"T"	M	7.0	38.1	12.7	15.9		5.7	8.5	7.9
	F	8.1	39.0	17.6	16.3		5.1	6.1	5.6
	T	7.5	38.5	15.1	16.1		5.4	7.3	6.8

The table indicates that the "O" group use a much greater proportion of their time in language activities than do the "G" group. These activities were defined as those involving the actual utilization of English skills (both oral and written) and included writing and criticism of student essays, writing letters, practice with sentence and paragraph writing, writing and discussion of reports, discussion of themes studied, field trips related to English projects, and writing and criticism of student precis. About the same proportion of time was devoted in each group to formal grammar - defined as the actual teaching and drill in the parts of speech, drill in sentence analysis, formal lessons in sentence and paragraph structure, and formal spelling lessons.

Males in the "O" group report the lowest average use of poetry lessons, while scripted drama appears to be much more popular in "G" than "O" schools. The Free Work Period was not popular with either group. This consists in using the English period as an opportunity for the students to work at an aspect of their English work, with the teacher available for discussion and guidance as required. Only one "G" and four "O" teachers reported using this technique. Among the "other" techniques listed were impromptu oral discussion of current movies and television programs, oral games, use of TV and radio programs, films, speech drill with a tape recorder, debates, and discussion of current news stories. Two "O" teachers reported using team teaching techniques.

2. Writing Assignment per Pupil per Month

Teachers were asked to estimate how much original writing of themes and essays they were requiring of their students. An arbitrary "unit" of 250 words was set and the average number of such units per month is tabulated in table 6.2 below.

Table 6.2

MEAN NUMBER OF STUDENT WRITING ASSIGNMENTS PER MONTH (UNITS)

	G			O			T		
	M	F	T	M	F	T	M	F	T
Number of Units Assigned	5.8	4.9	5.4	5.3	6.0	5.6	5.5	5.5	5.5
Range	3-12	2-9	2-12	1-12	1-10	1-12	1-12	1-12	1-12

It would appear that both groups of teachers are requiring about the same amount of writing from their students. This is corroborated by the marking hour load reported in table 5.1.

Summary

1. The "O" group appears to be utilizing much more class time for language exercises than do the "G" group. These exercises include the continuous writing assignments reported as given. This may reflect a greater freedom from GCE requirements on the part of the "O" group.
2. Both groups appear to be assigning about the same amount of student writing.

Part Seven

EQUIPMENT, SPACE, AND ORGANIZATION

1. Use of Audio Visual Aids

It appears that though schools seemed to be equipped with television receivers, not too much use was being made of them. Some teachers stated that the program times for radio and TV often could not be fitted into their timetables, or that the equipment would be in use during the period they might have used it. Even the opening program for school assemblies broadcast by the BBC seemed to be at a time which rendered it useless to the schools visited. The numbers of teachers reporting use of audio visual aids is set out in table 7.1 below.

Table 7.1

Teachers Reporting Regular Use Of Audio Visual Aids in English

f reporting	G			O			T		
	M	F	T	M	F	T	M	F	T
Television	1	0	1	3	1	4	4	1	5
Programed Learning	0	0	0	0	0	0	0	0	0
Other AVA	0	5	5	5	8	13	5	13	18
Total in Category			29			40			69

Other audio visual aids in use included radios, tape recorders, and films.

2. Space

Most teachers expressed satisfaction with the amount of space they had to work in in teaching English. The exception to this was drama space, with most teachers using free or scripted rama finding themselves short of enough room and stage equipment for this activity.

3. Libraries

Teachers were asked to comment on the library facilities available to them, and to express their satisfaction or dissatisfaction with them. Table 7.2 tabulates a part of their response.

Table 7.2

TEACHER ATTITUDES TOWARD AVAILABLE LIBRARY FACILITIES

	G	O	T
Satisfied	16	14	30
Dissatisfied	3	6	9
No comment	10	20	30

Those dissatisfied with library facilities listed outdated, too few, or scattered books; not enough library space; library space used for regular classes; the need for a full-time librarian. Those expressing satisfaction pointed out that more money is being spent, and that full-time librarians are increasingly being provided.

4. Organization of the English Department

(a) Syllabuses - There was a wide variety of these in the 13 schools visited, ranging from one school which had no written syllabus to one which was very specific in its instructions. Most consisted of rather general and brief statements of the objects the department hoped to achieve in English instruction.

In order to assess the freedom of method and technique which the sample was enjoying, they were asked to what degree they used the syllabus in their day-to-day teaching. The responses are tabulated in table 7.3 below.

Table 7.3

Use of the English Syllabus

f reporting	G	O	T
Rigid Use	2	8	10
Not Used	1	6	7
Partially Used	24	25	49
No Comment	2	1	3

Many teachers pointed out that the requirements of the GCE and CSE examinations had a heavy part in controlling the syllabus for those classes preparing for these tests.

(b) Class Organization - Nearly all schools used the method of providing the teacher with a home room in which his various classes were held. This method of having the children come to the teacher (instead of vice versa) appeared to be popular with the sample.

(c) Consultation with the Department - There was general satisfaction in the sample with the informal communication channels which were in use. Many teachers expressed satisfaction that formal scheduled meetings within the English department were kept to a minimum. Teachers were asked if they were consulted about the setting of .internal examinations and the choice of texts. The results are set out in table 7.4

Table 7.4

Consultation Within English Departments

f reporting	"G"			"O"			"T"		
	Yes	No	N/C	Yes	No	N/C	Yes	No	N/C
Selection of Texts	20	4	5	21	6	13	41	10	18
Setting and Marking of Internal Exams	20	4	5	22	10	8	42	14	13

The figures in this table and in table 7.3 above indicate that classroom teachers enjoy and exercise a good deal of influence in structuring the English courses they offer.

Summary

1. The sample was making very little use of audio visual aids in the teaching of English.
2. The sample was generally satisfied with the working environment except for the need for more drama space and improvements in library facilities.
3. Teachers were exercising personal judgment in the use of the various syllabuses and were being consulted about the choice of texts and the structuring and marking of internal examinations.
4. Internal communication within English departments is largely informal and unscheduled.
5. External examinations do much to structure the syllabuses being taught.

Part Eight

TEACHERS' OPINION

In this section, teachers were asked to give a candid opinion (based on their total teaching experience) with respect to four specific aspects of English teaching, and were asked to suggest three changes which they would regard as critically important in improving the teaching of English at their level. The results are set out below.

1. Preparation of Students in English

Teachers were asked to give a general grading ranging from "Very Unsatisfactory" to "Very Satisfactory" with respect to the adequacy of the English skills that most first form students brought with them from the junior school. In making this general value judgment, they were asked to draw on their general impression over a number of years.

Table 8.1

Teachers' Opinion - Adequacy of Preparation of Students in English

f reporting	G	O	T
Very unsatisfactory	3	7	10
Unsatisfactory	6	12	18
Satisfactory	14	18	32
Very satisfactory	2	1	3
No comment	3	3	6
Totals	28	41	69

About 59 percent of the "G" teachers commenting thought that the junior schools were doing a satisfactory or better job in teaching skills, as compared to 50 percent of their "O" colleagues who commented on this question. Many teachers in both groups noted the wide range of abilities in English of students coming into the secondary schools. Those expressing dissatisfaction with the English skills blamed junior school methods in English, or difficulty in adequately staffing junior schools for the situation.

2. Hour Load

Teachers were asked to rate their teaching workload as light, average, or heavy. In making their value judgment, they were asked to consider how long and hard they had to work by comparison with similar income groups, and keeping in mind the leisure time enjoyed by many persons working a 40-hour week.

Table 8.2

Teachers' Opinion - Hour Load

f reporting	G	O	T
Light	4	2	6
Average	17	16	33
Heavy	6	21	27
No comment	2	1	3
Totals	29	40	69

The table indicates that over 50 percent of the "O" teachers who commented regarded their workload as "heavy" by comparison with about 23 percent of their "G" colleagues. Fifty percent of the total sample who commented regarded their workload as "average".

3. Assignment

In this section teachers were asked if they thought that the particular task they had in teaching English was suited to their interests and professional training.

Table 8.3

Teachers' Opinion - Teaching Assignment

f reporting	G	O	T
Satisfactory	24	26	50
Unsatisfactory	3	12	15
No comment	2	2	4
Totals	29	40	69

Many teachers commented here that they were of the opinion that their professional training was unrelated and could not be brought to bear on the problems they faced in teaching secondary English. The table indicates general satisfaction with teaching assignment by the sample.

4. The English Curriculum

Teachers were asked to give an opinion as to whether or not the secondary curriculum was a practical one, offering children training in useful and practical English language skills. Many teachers qualified their answer by pointing out that the external examinations of necessity had a great influence on the curriculum offered, and that "teaching for the examination" often stressed English skills which would be of little use to the student in later life.

Table 8.4

Teachers' Opinion - The English Curriculum

f reporting	G	O	T
Practical	18	29	47
Impractical	9	10	19
No comment	2	1	3
Total	29	40	69

The majority of the sample were favorably inclined toward the English curriculum which they were teaching.

5. Needed Changes

Teachers were asked to list three changes which they regarded as critical in improving secondary English instruction. Some had no suggestions here, some had many. These were recorded and classified by the frequency of their mention in table 8.5 below.

Table 8.5

Teachers' Opinion - Most Critically Needed Changes in Secondary English Teaching

"G" Schools

Change	No. Times Mentioned
1. Less rigid requirements of external exams on the English curriculum	(7)
2. Smaller classes	(4)
3. More instruction time, more practical courses	(3)
4. More space, more English texts, more time for oral work	(2)

"O" Schools

Change	No. Times Mentioned
1. Smaller classes	(12)
2. Make teachers' professional education more practical	(7)
3. More instruction time	(6)
4. Remove domination of external exams over curriculum, methods	(5)
5. Make a change to more positive pupil and parent attitude toward "O" type schools	(4)
6. More time for remedial work, field trips, more library space and equipment	(3)
7. More time for administration; more coordination of school courses with community; less teacher turnover; more drama space; better school organization; more AVA equipment; more oral work in English	(2)

Summary

1. About 56 percent of the sample who commented were of the opinion that the junior schools are doing a satisfactory or better job of teaching their students English. About 27 percent found the preparation unsatisfactory, and about 15 percent found it very unsatisfactory.
2. A higher percentage of "O" teachers stated that their workload was "heavy" than did "G" teachers. One half of the total sample were of the opinion that their teaching workload was "average".
3. There was general satisfaction with the teaching assignment and with the English curriculum being offered.
4. Both "G" and "O" teachers regarded as important the lessening of control over curriculum by external examinations and wanted smaller classes and more instruction time.

Part Nine

SOME ALBERTA COMPARISONS

As stated in Part One of this report, this study attempted to follow the major contours of the professional load study done by the English Council of The Alberta Teachers' Association. It was hoped that some meaningful comparisons would emerge about what happens in an English class in Alberta and one in east London. The whole school environment and setting are so different in the two places that valid comparisons are somewhat difficult, but the following generalized points are perhaps worthy of consideration.

The total sample in this study reveals a higher percentage of males in the London schools, running near 56 percent here by comparison with the 45 percent in the Alberta survey. This might be regarded as insignificant by my British colleagues, but it is not so to Alberta teachers of English. Without in any way deprecating the contribution of career female teachers in either system, it has been our experience in Alberta that career males tend to be better prepared for teaching, tend to regard it as a permanent life's work, and as a result tend to offer a degree of stability and continuity which greatly enhances the effectiveness of teaching programs. The proportionately greater number of males in the British sample could be interpreted as an indication of the prestige and status of the teaching profession in Britain by comparison with Alberta. The size of the British sample in this study is so small that only the broadest generalization is possible here, however.

The high percentage of single females in the British sample by comparison with the Alberta sample has received comment in Part Ten of this report. The total British sample shows about 46 percent single persons by comparison with the Alberta figure of about 36 percent. This factor can often be an index of the stability and continuity of teaching service.

A comparison of the teaching experience of the two groups reveals a great similarity. In the Alberta sample over 50 percent had over 11 years of teaching experience, while in the British sample about 45 percent were in this category.

There is some difficulty in comparing qualifications of the two groups, but about 74 percent of the Alberta sample held a university degree, and 100 percent of them have, by necessity, professional training in order that they can teach. By comparison, about 20 percent of the British sample had a degree and no professional training, 46 percent had a degree and a teaching certificate, for a total of 66 percent with the degree. On paper, then, the Alberta sample has higher academic qualifications. It is interesting to note that 96 percent of the grammar school teachers held a degree by comparison with only 45 percent of the "Other" group.

A comparison of the teaching assignments of the two groups reveals that Alberta teachers are meeting a median of 154 students per day, while their British colleagues are averaging 145 students per day. Class sizes were noticeable smaller in Britain. The range in students met per day were: Alberta - 51 to 251 students; Britain - 70 to 256 students per day.

Alberta teachers of English were meeting three English and two other classes per day. Their British colleagues were meeting four English and three other classes per day.

There were differences in the hour load reported by the two groups. The Alberta figure is 51.8 hours per week over the school year. The British figure is 39.9 hours per week. It should be noted that the Alberta figure is adduced from a questionnaire study, while interviews were used to get the British figure. I believe that the British teachers were being overly modest in estimating their hour load per week.

The distribution of teaching time shows the Alberta sample reporting 48 percent of their time in instruction, 26 percent in preparation, and 17 percent in testing and evaluating student progress. The British figures are 45 percent in instruction, 15 percent in preparation, and 23 percent in evaluation. These figures bear out the finding of this study that British teachers of English are assigning much more writing to their students, which they are continuously marking and evaluating, than are their Alberta counterparts.

With respect to this last point, Alberta teachers of English were assigning about one unit of 250 words per month as student writing, while British teachers were assigning about 5.5 of these same units per month.

There seems to be a difference in the amount of time given to formal grammar. Alberta teachers report between one and two percent of classtime given to this activity; British teachers report about 5.7 percent.

Part Ten

COMMENT

There is no point in repeating the summary sections listed at the end of each part of this report. The following are some general observations related to these summaries.

With reference to the study population, it seems notable that there is a very high percentage of unmarried females (some 88 percent) in the female sample in the "O" schools. This type of teacher can generally be considered to be more mobile than her married counterpart, or her male colleague. Discussions with the headmasters of these schools confirmed that the high rate of turnover on "O" school female staff members was a matter of concern in the maintenance of effective school programs. It would appear that these school jurisdictions are failing to attract a sufficient number of career teachers, and that the quality of their programs is suffering accordingly.

Another general comment turns on the attitude of the teachers to the English syllabi set out for their particular school. Two such syllabi are set out in the appendices of this report - a sample of a rather brief one in appendix three, and a more detailed one in appendix four. Coming as I did from the Alberta situation where teachers tend to follow a uniform syllabus prepared under the direction of the provincial department of education, it was refreshing to observe that the teachers in this London sample used their particular school's syllabus as only a very general guide. From what I observed, it appeared that teachers exercised a good deal of personal judgment as to what their students would study during the year. They seemed to base this judgment on what they had decided the particular needs of their particular classes were for a particular year. Headmasters and English department heads encouraged this kind of teaching. The resulting flexibility seemed to me to be one of the great strengths of the English instruction which I observed. The exception, of course, was in those classes where students were being prepared for an external examination. Creativity and flexibility were not too evident in the GCE course content, nor in the teaching thereof.

Another general comment turns on the tremendous problems which the administration and staff face with respect to conversion to comprehensive secondary schools. Some of these difficulties are patent - outmoded school buildings and equipment, huge capital outlay required to remedy this, the problem of "combining" a secondary modern school with a grammar school separated by blocks of crowded east London streets. Other problems were more subtle - political partisanship on governing boards, parental resistance, the slow death of the snob factor in some of the grammar schools, resistance by some secondary modern staff to the removal of the few GCE courses they could now offer, and determination of some secondary modern heads to maintain the status quo for fear of demotion. It would seem to me that the move toward comprehensive schools will be painfully slow. This seems regrettable.

The eleven-plus selection procedures inherent in the systems I observed deserves comment. I found an almost complete rejection of the old standardized selection procedures by everyone who was interviewed. Yet I was not impressed with the more "liberal" and "flexible" procedures which the schools had set up for themselves. The brutal fact seemed to be that the grammar school headmaster, with one eye on his GCE batting average, and with a limited number of places available for the students he could accept, had no choice but to be quite ruthless in his selection. From my point of view, the making of a decision of this kind for a student at the tender age of 11-plus (by which that child's whole career could be affected) was nothing less than cruel, even though it may have been necessarily so. In our completely comprehensive system of secondary education in Alberta, we know little enough of a child's latent possibilities even when we have to "cool him out" after he has been given the right to fail honorably at the secondary level. In my view, Britain cannot afford the mass massacre of student potential at the beginning of secondary school.

One last general comment concerns the vital social function of the schools which I observed. As a teacher in our relatively affluent Alberta society, I have never failed to be aware of the important role of the school in providing children with an orderly, disciplined and relatively happy environment which does so much to shape them as citizens, quite aside from the intellectual skills they learn at school. This awareness was greatly deepened by my experiences in the east London schools. To step into the orderly, cheerful atmosphere of the schools, with their traditional values evident everywhere, from the environment in which east London children must grow up is a rare lesson in the important role the school plays in contributing to a stability in the lives of young citizens. There were no signs of the blackboard jungle one might have expected in such an area. Whatever the education investment in these schools, it seems to me that it was justified in these terms alone. The endless patience, good will, and cheerfulness of the teaching staffs indicated that they, at least, knew the social importance of their service to the children they taught.

APPENDIX 1 - INTRODUCTORY LETTER TO HEAD TEACHERS

10 Church Row,
Hampstead NW 3,
December 4, 1965
(HAM 6875)

Dear ___________

As an associateship student at the London Institute of Education, I am studying the teaching of English in the secondary schools of Britain for the purpose of making some comparisons with the work we are doing in this field in Alberta, Canada. Through the organizing tutor at the Institute, Mr. Holland, I have been put in touch with your ___________, and she has indicated that your school may be able to help me in my work.

Specifically, I would be very grateful if you could attach me for a period of from one-half to one full day each to teachers of English in your school with major responsibilities in First Form, Fourth Form, and Fifth Form work. I would like to have the privilege of observing actual teaching periods, as well as to interview teachers about such matters as their assignment in English, their methods, their hour load, and the like. Please assure your staff that I will not require that they fill in any questionnaires, and that I will endeavour to make myself as inconspicuous as possible during their working day.

As I have set out a program of ________ schools to visit in the London area, with ________ teachers to see in each school, it has been necessary for me to lay out a schedule. The proposed dates for visits to your school are set out below. I sincerely hope that these will be acceptable to you and your staff. If they are not, I will make every effort to meet other dates proposed by you. If I do not hear from you to the contrary a reasonable time before the date set, may I assume that these dates meet with your approval.

I am most anxious to meet you and your English department head, and would propose to be at your school by 8:30 am on the first morning for consultation with both of you at your convenience up until 10:00 am. I will be most happy at that time to discuss my project with you, and to make the necessary arrangements to visit your teachers.

I trust that the above proposals will meet with your approval, and that I may count on your assistance in this work.

Yours truly,
J.D. McFetridge, Information Officer
The Alberta Teachers' Association
Edmonton, Alberta, Canada

School: ________________
Proposed Dates and
Times: ________________

APPENDIX 2 - INTERVIEWS WITH HEAD TEACHERS

In interviewing the 13 headmasters in the schools visited I made an attempt to base the interviews on a checksheet set out in Part Two of this report. This procedure proved largely impossible. The checksheet was politely received by the head, and in most cases was equally politely set aside while the head talked about a variety of other things which may or may not have been related to what I wished to ask about.

Consequently, the statistical results of these interviews may be quickly summed up in Table A-1-2 below, after which I propose to present a brief narrative description which reflects my general impressions of the headship as I observed it in my sample.

Table A-1-2

School Sample

Number	Type	Pupils Served	Staff			Pupil-Teacher Ratio
			Full Time	Part Time	Total	
2	Gram (B)	1370	83	3	86	15.9 : 1
3	Gram (G)	1529	92	21	113	13.5 : 1
1	Gram (M)	600	27	3	30	20.0 : 1
6	Total "G"	3499	203	27	230	15.1 : 1
1	SM (B)	618	28	2	30	20.6 : 1
2	SM (G)	960	41	11	52	18.5 : 1
1	SM (M)	575	25	2	27	21.3 : 1
2	Comp (B)	2200	94	36	130	16.9 : 1
1	Comp (M)	1100	48	8	56	19.6 : 1
7	Total "O"	5353	236	59	295	18.1 : 1
13	Gr Totals	8852	439	86	525	16.4 : 1

Note: (B) = Boys; (G) = Girls; (M) = Mixed

The schools in the survey which provide the background for the study of the teaching of English, then, served some 8,852 students, had about 525 teachers on their staffs, which gives an average pupil-teacher ratio of about 16.4 students to one teacher. Pupil-teacher ratios are higher in the "O" schools than in the "G" schools. "O" schools depended much more heavily on part-time staff than did "G" schools.

Narrative

The following description of the interviews with the headmasters in the sample is not directly related to the teaching of English. However, the description is presented because the modus operandi of the headmaster is certain to have an effect, no matter how indirect, on the teaching of English or any other subject in a given school.

One of the dominant impressions left after interviewing the headmasters was that here was a highly sophisticated group of administrators. Almost all of them handled the interviews with a grace that bespoke long practice in dealing with visitors who entered their particular education domain.

Coming as I did from a background in Canadian education administration, with its highly theoretical (and often over-ornate and Americanized) content, I at first came away from the interviews with some puzzlement at the apparent lack of clearly definable administrative procedures in the schools. Upon later reflection on this experience, however, I began to discern a pattern which seemed to indicate that there was indeed a highly skillful system of administration here which was something less than hit-and-miss.

The following generalizations are put forward in the full knowledge that the sample is rather small for theory building. I must again emphasize that I present these generalizations in the spirit of great respect for the kind of education I saw in the schools I had the privilege of visiting, and to the important role the head teacher played in this.

My principal observation about the modus operandi of the British headmaster is that it reflects a high degree of skill in the fine art of vacuumship. Securely perched in his office, and strongly entrenched behind the traditions epitomized by his tattered academic gown, the headmaster presents a formidable front to any interloper in his school. It seemed to me that the head's forte was his unparallel skill in creating and utilizing a series of administrative power vacuums. The key to this administrative procedure appeared to lie in the utterly British tendency to delegate authority so widely in a system that no one person really has any at all.

The administration of British education from the Ministry down to the classroom has inherent in it a series of authority vacuums which the skillful headmaster can employ in order to run his school almost exactly as he wishes. As Sir William Alexander[1] said:

> The precise functions of the Ministry of Education in this country are very different from those generally obtaining in other countries. The significance of the local education authority and the financial responsibility that rests on them are factors unique to this

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[1] Alexander, Sir William, Education in England - The English System How It Works. Newness, National Publishing Company Limited, London, 1964.

> country. The ways in which 146 autonomous and independent local education authorities deal with questions on which a measure of uniformity is necessary are something quite new to the visitor from Europe, or, indeed, from the Western world.

Here, it seems to me, lies the primary administrative vacuum which the British headmaster can use with such skill. The Ministry employs a corps of Her Majesty's Inspectors who are supposed to give "some measure of uniformity" in the schools. Of the HMI's in Britain that I came in contact with during my year I did not find one who would claim to exercise the right to require local school authorities or their administrative staffs to conform with his administrative views. To the contrary, HMI's stressed the fact that they did not tell headmasters how to run their schools.

A second ready-made administrative hiatus existed because of the structure of the local authority system itself. The burrough or county council appoints boards of governors for its secondary schools, or boards of managers for its primary schools. The powers and duties within the education structure of these boards appear to be quite nebulous. The relationships of these boards to the administrators appointed by the local authority seemed to be blurred, and this is turn seemed to cause a blurring of relationships between the headmaster and the local authority. Thus instructions from a local authority could often be nicely played off by the headmaster to the local board. It appeared that this second organizational vacuum could only be penetrated as far as the head's office by the most single-minded and determined persons from either the Ministry or the local authority.

Utilizing the hiatus between himself and the Ministry, the head can exert a great deal of control over the curriculum to be offered in his school. The major exception to complete control here lies in the requirements for the external examinations. Keeping a canny eye on the school's examination batting average, he can largely control the internal examination results.

In the larger airs of these two ready-made power vacuums, the discerning headmaster appears to have lots of administrative elbow room. Utilizing these, he is capable of creating some others of his own. Chief among these, it appeared to me, was that he played an important role in the hiring and firing of staff for the school. This situation immediately opens a gulf between the head and his teachers which prohibits any type of colleague relationship with the staff. Thus the head can neatly sidestep the requirement of consulting with his staff on any aspect of major or minor school policy. One headmaster told me that he might call a staff meeting once per year if there were anything to talk about.

Because of the line function he has created for himself, he can have a great deal to say about the calibre of those he will admit to his school, he can control the school timetable, and he can choose to teach a class if the whim takes him. With a few well-planned parries and thrusts he can set staff morale as one sets a thermostat. He can rule with an iron hand in matters of discipline. Sometimes, if it suits him, he may wear a velvet glove on the hand. He dispenses corporal punishment to his students in a manner to make a North American principal blanch.

In short, utilizing the existing and created vacuums, the head often becomes the school. He entrenches his authority through his relations with his assistant headmaster, and by creating what is by Canadian standards a myriad of department heads which insulate him from the teaching staff. By remaining aloof from his staff, he is better able to control them as well.

From my observation, the position of the headmaster is at once the hope and despair of British school organization. The benevolent dictatorship created by the head's skills in vacuumship has at once all the benefits and evils of such a type of government. One could not help but be dismayed at the acquiescence (albeit sometimes rebellious in nature) by the teaching staffs to this one-man rule. Sometimes one could not help but feel that the unvarying "Sir" by which he was addressed by staff and students alike bespoke the real stuffiness of his human relationships within his school. There was something of failure in the fact that his office was the scene of frequent browbeatings and too-frequent rear-beatings, and the lines of frightened little boys and girls waiting their turn outside his door too often seemed to me the badge of that failure.

And yet, these negative impressions stemming from the authoritarianism so obvious in the schools were definitely in the minority. In even the most outdated and run-down of school buildings one had the inescapable feeling that good educational things were happening. All the schools I saw had a predominant note of order and cheerful good spirits, and one was not in them long to know that learning was taking place. Nearly always there was a spirit of students working gladly with their classroom teachers. The head's authoritarian shadow may have fallen long across the school, but by and large it permitted teachers to teach as they wanted to and permitted them to establish an easy working relationship with their relatively small classes. Teachers seemed to handle their classes secure in the knowledge that the headmaster would back them should it be needed. Some of the hundreds of lessons which I saw taught were something less than professionally antiseptic by Canadian standards, yet in all of them something warm and personal and vital was taking place for the East London children in those classrooms. Everybody in the education process seemed to proceed secure in the knowledge that the head cared about what happened in his school.

In retrospect, it seems to me that the real measure of the headmaster's skill in vacuumship lay in his treatment of a visitor such as myself. Having no official taint about my person, I would be invariably drawn into a discussion which culminated in a request by the headmaster for an outline of what weaknesses I had observed in the administration of his school. The head would listen with patient interest to the analysis, and, if he were in a capricious mood, might even draw me out on certain points. After agreeing with the logic of everything I had said, he would then gently make it clear that while he agreed with it all, he had no intention whatsoever of following the advice so freely and foolishly given.

One left such an encounter with the unmistakable feeling that one had been vacuum cleaned.

APPENDIX 3 - SAMPLE BRIEF ENGLISH SYLLABUS ("O" SCHOOL)

ENGLISH 1962

Foreword - Our fundamental aim in teaching English is to help the children to express themselves clearly and accurately in spoken and in written English.

Written Work - There should be some purpose behind every piece of written work and it should be well prepared by discussion. No child should be expected to write with only a vague idea of what is required of her. From the very beginning opportunity must be given for the development of the critical faculties. In the first and second years, particularly, shorter pieces of written work should be prepared occasionally on rough paper. The idea is not that the teacher should mark the rough work, but that the child should have the opportunity to re-read, to correct spellings and careless mistakes, to reconsider punctuation and choice of expression, before putting the final work into the exercise book.

An exercise book filled with compositions that only the teacher sees, covers in red ink corrections, and returns to the child, is not much incentive. Full use should be made of wall magazines and the school magazine board. The children should hear the teacher read some compositions, and occasionally exchange books in the class to read what others have written.

These methods might help a little in improving the critical faculties of the children, and in stimulating their interest and pride in their work. Above all, the genuine interest of the teacher is necessary.

Marking - The marking of written work will vary in relation to the size and stream of the class. In a large class it is impossible to mark every child's work in her presence every week. Effort should be made, nevertheless, to mark work with the child, frequently, possibly a different section of the class each week. Again, in some streams it would be disheartening for the child if every error was marked. The teacher must use her own judgment over this, but, as a general policy, she must mark by encouragement and not out of a given number of marks. She would, of course, expect a higher standard of accuracy from the more able children.

Corrections - From the marking and reading of the written work, it is generally clear on what points the whole class needs further practice and instruction. Set exercises are not much help in the correction of such errors as the misuse of: to and too, of and off, their and there and they're, etc. These errors are best dealt with as they occur in compositions, and by constant reminder and attention when written work is prepared. It is a waste of time demanding that such errors be written out correctly three times. They should be re-used correctly in a complete sentence. Spelling errors should be corrected but the attitude to such corrections is more important than the number of times the words are written out. Regular word study and knowledge of the basic spelling rules will be of more use in raising the standard of spelling than the writing of misspelt words endless times.

Handwriting - Handwriting must never be neglected. Where a child enters the secondary school with a legible handwriting there is no need to demand that the writing be changed, but in the case of an illegible handwriting, the cooperation of the art department can be sought. They have proved helpful in giving instruction and practice in a clear italic hand.

Word Study, Vocabulary, Spelling - Vocabulary is enlarged by frequent reading and the children should be encouraged to write down unusual or exciting new words either in a section of their exercise books or in a special vocabulary book. Some words are frequently misspelt, and only constant application brings any improvement. In the first and second years the more able streams might well have, for homework, a spelling list that included words commonly misspelt and any other words arising from the week's English work. In the third and fourth years of the GCE streams and the RSA classes, it is not sufficient to expect the children to note new words on their own. They begin well but fade away! The teacher should help by noting on her list new words that have arisen in class, and by giving the children a definite number to learn each week, followed by occasional tests.

Grammar - There are some streams that will make no study of grammar at all. It will be sufficient if they master the complete sentence and express themselves simply and clearly. Teaching the more able streams parts of speech, verb tenses, participles, and sentence construction is justified if it helps in accuracy of expression. In any grammar work, the teaching must be related all the time to accurate expression of ideas. Parts of speech should not be isolated from their existence in a sentence.

Style - In every class, but particularly in the first year, the difference between spoken and written English should be stressed all the time. Conversational abbreviations, colloquial and slang expressions, should be accepted only in written work where they are suitable, as, for example, in written conversation. In all other written work the aim should be a high standard of clear expression in a style suited to the work in hand.

Spoken English - Constant attention is necessary in lessons where answers are given orally, and the teacher should never be satisfied with a mumbled, half-formed answer. Interesting discussions and exchange of ideas should be included at least once a week, and more frequently where the timetable allocation to English is generous. There should be no attempt to force upon the children a mode of speech that is alien to them, but slovenly speech should be discouraged. The aim must be audibility, clarity of expression, and the thought before speaking.

Shakespeare - Some classes might profitably enjoy the reading of a Shakespearean play in the third or fourth year, but the choice must lie with the teacher, who knows the ability of her class. Some streams in the first and second year should be able to appreciate selections from some of Shakespeare's plays.

Poetry - Our reading of poetry must be as wide as possible, and the choice of poems must rest with the teacher, for that choice will vary with every class. Where a class is asked to listen to a poem, it is helpful to give them something to listen for, by posing a relevant question beforehand. (I suggest that any members of staff required to help with the English teaching who find that teaching poetry has no particular appeal for them, should discuss methods by which poetry can be taught, with those on the English department who enjoy teaching this branch of the work and who could offer help in the light of their own experience.)

Comprehension - While it is obvious that no branch of work done in school can be undertaken without comprehension, I include it in the scheme of work to cover that kind of English work where the purpose is a closer examination of a chosen text. Such work, taken orally, could be the profitable examination of punctuation, choice of words, synonyms, sentence construction, word study, and, in the more able streams of the third and fourth years, of style.

Reading - Reading aloud must never be neglected. The children should be given the opportunity to choose their own passages, prepare them, and then read them to an audience. Their posture and the manner in which they hold their books are important. There is an ample stock of books and full use should be made of them to encourage the children to read. It is possible for teachers to have a book to read with the class, and other sets for the children to read at their own pace.

The care of books should be stressed and pride should be taken in the condition of them.

The sets are numbered and if books are to be borrowed for home reading, then a very strict register of names and numbers is to be kept!

Although the situation of the school library makes it impossible for it to be the cultural centre of the school, available at any time for research, full use of our timetable allowance should be made for library work.

APPENDIX 4 - SAMPLE - MORE DETAILED ENGLISH SYLLABUS ("G" SCHOOL)

ENGLISH SYLLABUS (LANGUAGE AND LITERATURE)

General Aims of the Course

1. To achieve accuracy and facility in the use of the English language, together with orderly arrangement of thought - both in written and oral work.

2. To this end the composition text books in use throughout the main school are now largely modern books, standardized and graded so that the pupils have models of prose styles of the most usual types, which they should endeavour to imitate in their own free compositions.

3. In addition they are also encouraged to give free expression to their own ideas in their own individual ways, always bearing in mind point 1.

4. To draw attention in the middle and upper school to the wealth of synonyms, the subtleties, the complexities of the English language; to make the pupils understand the direct, figurative and implied meanings of words and passages.

5. Thus the pupils are led to cultivate their ability to comprehend thoroughly the meanings and intentions of passages of prose and verse.

6. Finally, in the general sphere of language, the pupils are trained to evaluate for themselves these same passages, and thus to apply their powers of discrimination to the modern world of the newspaper, advertisement, and entertainment in its widest literary scope.

7. The pupils have opportunity of becoming acquainted with some of the work of our best writers of novels, short stories, essays, poetry and drama. They will be trained to regard these books as part of the living and imaginative experience of people of their own race and of many outlooks on life; thereby they should gradually enrich their own store of thoughts and be encouraged to continue the process when adult life is reached.

8. The English department offers facilities to various branches of the sixth form (apart from A and S level work in English) to maintain and expand their acquaintance with the living language. Normally, each group has two periods each week in which the following types of activity are pursued: readings from leading national newspapers and periodicals, followed by comments and discussions; readings and part-readings from plays which have some

special interest for the group; written creative work, e.g. in poetry; debates on topics of current opinion; discussions following previously specified radio/TV programmes.

9. Finally, it should be stated that one of the aims of the English course, though necessarily very limited in its impact on the school, is to induce more pupils to undertake the study of English at A and S levels, and, possibly, at the university.

First Year

General. The essential thing in the first (and second) year is to encourage writing. The planning of material (apart from basic paragraph divisions) can wait until the pupils write enough material to organize. The aim now should be to stimulate imagination, encourage accurate and vivid detail, and to make pupils want to write because they have some ideas in their minds to express.

The world of books for pleasure, as well as information, should always be given prominence. There are facilities for first form pupils to spend occasional lesson periods in the adjoining Langdon Crescent School library, when a greater degree of privacy for reading, browsing, reference can be obtained than in the normal out-of school sessions.

Composition and Reading

1. Keeping in mind the essential point of encouraging creative composition, the master should, nevertheless, explain the need for basic paragraphing of separate topics, sections, etc. A planned series of headings should be written, usually.

2. Since pupils naturally have a tendency to enliven their writing by passages of direct speech, it is vitally necessary to explain the rules of paragraphing and punctuation which apply to speech:
   The sentence in which a new speaker begins is marked by a new paragraph.
   The sentence following the end of the speech starts a new paragraph.
   Thus the speech of each person is isolated in a paragraph which may itself be a subdivision of the main paragraph shown in the plan.
   The use and misuse of the full stop.

3. All the foregoing points should be practised in free composition drawing on the pupils' own experiences and imagination - including stories and conversation illustrating a point in the story. The making of form magazines is to be encouraged.

4. Simple comprehension work, both written and oral, based on passages in the current text book - e.g. Scott, English Composition, Book 1.

5. A small number of compositions based on literature read in school and at home. (The school stock of suitable reading has rapidly increased over the last few years; it is the intention to add to this stock each year.)

6. Each pupil (in this first year, and in every year) is supplied with a reading list of suitable books which may be obtained from the Langdon Crescent School library or from the public libraries. The junior section of the East Ham Central library is especially well equipped.

7. Because of the obvious impact of "comics" on the juvenile mind, it is desirable to devote a few periods to a practical examination of the shortcomings of this type of paper, pointing out, however, the merits of some of the more respectable ones.

8. Introduce simple similes and metaphors; the terms "literal" and "figurative" use of words. Never isolate these figures in "cut and dried" lessons but occasionally deal with them as they occur in reading. (N.B. Not for examination tests).

9. The uses of a dictionary. (Every boy has to bring to school his own dictionary. Parents of all new boys are expected to obtain a good quality dictionary, such as the Pocket Oxford Dictionary). A full explanation to be given to the pupils.

Grammar. The basic requirements at this stage are (a) to know the parts of speech and their functions, (b) to recognize subject, verb, (object) and qualifications in the sentence, (c) to analyse simple sentences in five column detail. The ground covered will depend on the ability of the class.

The essential thing in the first forms is soundness of teaching rather than extent, for the work done here and in the second forms is basic to the understanding of clause analysis. Since there is likely to be a reshuffle of forms at the end of the first year, work ought not to be taken in advance of the syllabus with any form at this stage.

Details. The principal parts of the sentence - subject and predicate; subject, verb, (object). The parts of speech - kinds and functions (uniformity of terms - e.g. adjectives qualify nouns and pronouns; adverbs modify verbs, etc.)

Definitions and classifications of parts of speech

(a) Noun - the name of a person, place or thing - common, proper, collective, abstract.
(b) Adjective - limits the meaning of the noun or pronoun - i.e., "qualifies".
(c) Pronoun - a word which stands in place of a noun - personal, possessive, demonstrative.

(d) Verb - expresses an action or a state - transitive and intransitive - simple tenses (past, present, future) - auxiliary verbs - finite and non-finite verbs.
(e) Adverb - limits the meaning of the verb, adjective or other adverb - i.e., "modifies" - adverbs of degree, time, place, manner.
(f) Preposition - joins a noun to the rest of the sentence in such a way as to show the relationship between the noun and the rest of the sentence - i.e., "governs" an object.
(g) Conjunction - At this stage perhaps it is sufficient to illustrate the use of coordinating conjunctions, "and", "but", "or".
(h) Interjections - exclamations.

Singular and plural number - uses with collective nouns.
Uses of the apostrophe "s".
Degrees of comparison of adjectives and adverbs - positive, comparative, superlative.
Conjugations - number, person, time.
When dealing with the parts of speech show by illustrations and use of dictioneries how the same word may be used as different parts of speech.
N.B. 1. Explain common grammatical errors in pupils' compositions (and speech) during the grammar lesson.
2. Set lessons may be shortened by the reading aloud of pupils' compositions, a poem, a newspaper article, etc. simply for variety or relief.

Speech Training. This district readily produces slip-shod, ungrammatical and, often, inaudible speech. It is, therefore, vitally necessary, throughout the school, for all pupils to be given plenty of opportunities for individual reading aloud in class - drama, poetry and prose. Do not accept the "wooden" or monotonous reading of such passages. If given a good lead, the pupils readily respond, and will bring the language to life. Debates and short talks/addresses can be tried; some choral verse with selected groups from a class. The school regularly enters all age groups for competition in verse-speaking, prose reading and brief public speaking.

Verse. The school has a good stock of readers especially suitable for this first year. It is wise to read as many poems as possible in class, without dwelling too long on any one, unless the teacher feels that profitable discussion will ensue. (For terminal examination purposes a specified list of, say twenty poems could be prepared.) Some instruction in the rules of metre and verse-building ("the grammar of verse"), especially the essentials of normal versification - rhythm and rime. The making of personal verses by pupils should be encouraged. Some poems should be dealt with for their obvious rhythmic qualities (e.g., "Daniel"). Verse-speaking and choral verse-speaking play their part here.

Drama Work. At least one period a week, more if possible, is with a suitable class reader. The key to this work is constant dramatisation, using the school hall whenever possible. Simple talks on drama generally can be given; e.g., on origins, purpose, appeal, stages, actors and theatres. Plot and characterization should always be kept before the minds of pupils.

In addition to school stock readers, the teacher could talk to the class about other suitable plays, reading selected passages. Pupils could be given opportunities to talk about suitable radio/TV plays that they know of. They could also write on such plays, expressing their opinions and reactions.

Stock Readers. The department possesses a large stock of sets of class readers classed under the general headings of drama, verse and prose. The number of these sets is being increased with each annual requisition. The classteacher, therefore, has evergrowing scope in which to work. A full list of readers in stock, allocated as far as is possible to the various school years, forms an appendix to this syllabus. In addition, the composition text books used in the different year-groups is also given in the appendix.

Second Year

Generally this year's work in composition repeats and expands that of the first year. More stress, however, is laid on accuracy of form and on expression.

Composition. The methods of the first year are developed. As an aid to acquiring greater powers of expression, pupils can be trained to deal orally with the meaning of some difficult sentences and phrases met with in reading. It is certainly not intended that this should develop into formal exercises in paraphrasing.

More attention should be given to the build-up of the thoughts within the paragraph, so that each paragraph follows naturally after the preceding one. Explain the method of paragraph links by the introduction of suitable words or phrases towards the ends of paragraphs.

More attention can now be paid to the use of similes and metaphors in the pupils' own composition. To secure uniformity in teaching practice the following methods of dealing with simile and metaphor should be used: The simile is a comparison, usually indicated by the words "like", "as" or "just as" "so", where the writer makes his meaning (picture, etc.) clearer by linking two things which are in themselves quite dissimilar but which possess an obvious point of similarity - usually a quality. The metaphor is also such a comparison but here the first of the two things is actually named in terms of the second thing - i.e., it is a condensed, telescoped simile. These matters to be tested in terminal examinations.

Plenty of practice should be given in grasping the essential points of comprehension questions set on given prose passages - practice in brief, sufficient answers.

The elements of the simple letter form, including the correct addressing on the envelope. Formal - address, date, the beginning and ending. The avoidance of hackneyed expression. The acid test of the recipient's interest in reading the letter.

Class discussion (or debates) and speeches on prepared subjects can be attempted occasionally. Pupils should be trained to appreciate the merits of different points of view to cultivate tolerance and to shun "sweeping statements". Summing up by the master in charge is essential.

Punctuation. The full use of punctuation should now be encouraged. Since punctuation tends to be something of a personal matter, we should agree to teach a uniform system, as follows:

Full stop - at end of sentence, after abbreviations.
Comma - to separate items of a list, to separate complete phrases from the rest of the sentence, to separate initial participipial phrases and conditional clauses from the rest of the sentence. No subject or object should be separated from its verb by a single comma. The positioning of commas in sentences which contain both direct and indirect speech.
Semi-colon - to separate two sentences intended to be very closely related; to separate large items in a more complex type of list.
Colon - generally taken to mean "as follows".
The apostrophe 's' - great care taken to distinguish between the singular and plural forms.
Inverted commas - explain the use of the double type for direct speech, and when to use the single type.

Speech. The need for supervision on the part of the master is more necessary during the second year; boys, naturally "gain confidence" in their new school, which breeds all sorts of schoolboy "diction" - which must be checked.

Grammar

Phrases - kinds of phrases; phrases headed by prepositions - adverbial or adjectival in function.

Sentences - kinds of sentences - simple, double or compound (multiple). Slightly longer examples than in first year.

Coordinating conjunctions - "and", "but". First mention can be made of subordinating conjunctions.

Complete detailed simple analysis in seven columns, together with indirect object: Subject qualification/Subject/Verb/ Object, indirect object/Complement/Object qualification/Adverbial extension.

Verbs of incomplete predication.

A discussion of the indirect object.

The verb - finite and non-finite (The latter in outline - later in more detail, with functions).

The verb - active and passive voices.

The verb - tenses and conjugations. Simple and continuous tenses. Structure of the future tense, including future and determination.

The verb - indicative and imperative moods.

All these matters are to be noted: Number (some rules for forming plurals); nouns and pronouns as subject, object and indirect object in sentences; the possessive apostrophe "s"; person and number of verbs; auxiliary verbs; comparision of adjectives and adverbs.
N.B. Whilst the basic points of English grammar are to be taught thoroughly, the master will use his discretion regarding the speed of his advance. Form 2A will naturally proceed at a faster rate than that of the other forms. On the return of marked compositions, the master should discuss the more obvious grammatical (and other) errors committed. The terminal test at the end of the second year will cover the grammar syllabus of both the first and second years.

Verse. Talks on the old, anonymous ballad literature, with specimens from the readers. Narrative verse and simple lyrics - the essential difference between subjective and objective writing being made clear. The features of versification to be illustrated from the reading book - (not really as set lessons) - rhythm, feet, rime, long and short vowels; faulty rimes ("heat" and "great" - rimes to the eye and the ear); changes in vowel sounds ("break" and "speak", "obey" and "tea"); medial rimes. Alliteration - refer to old alliterative poetry (possibly obtain a good translation of "Beowulf". Onomatopoeia and illiteration combined. Introduce stanza and the refrain. Simple illustrated talks on types of poetry - ballad, epic, drama, lyric, etc. It is good practice that pupils should occasionally memorize worthwhile verses.

Drama. An ever-growing broad selection of suitable plays is available to the class teacher, including some careful dramatisations of prose works. It is also possible to introduce Shakespeare in this second year through the medium of Messrs. Ginn's "Shorter Shakespeare" editions, which have proved very popular. An elementary form of discussion of the characters in all types of plays read in class should now begin. This should always be backed up by references to the text.

Unfortunately the school hall is not available during lessons as often as was originally hoped for. The staff are, however, encouraged to use the hall when it is available - obtaining sufficient players on the stage and an audience. Intonation and audibility are better appreciated under these conditions. Here again the memorizing and reciting of selected passages is well worthwhile.

Readers. An ever-growing supply of class books is available. The staff have considerable choice of suitable texts. All forms will regularly study a prose, a verse, and a play book. See the appendix for list of readers suitable for the second year. Composition text books are also listed in the appendix.

Third Year

The set paragraphed composition should be set about once a fortnight. The system of marking this work can now follow the subdivision into marks for subject matter, style and presentation, and the mechanics of language (spelling, grammar and punctuation). More attention should be paid to the continuity of paragraphs. The pupils must learn to realize that the efficient composition is the very antithesis of the "bitty" grouping of so-called relevant topics falling within the scope of the title.

The build-up of thought within the paragraph (sentence by sentence) should now be dealt with thoroughly - and practice given in this work. This is also the time to talk about key sentences in paragraphs and to deal further with paragraph links. Good openings to compositions should also be searched for - completely avoiding the usual, stereotyped repetition in some form or other of the title. Suitable conclusions, which have some bearing on what has gone before should also be thought out.

Whenever possible, compositions should be based on the personal experience and knowledge of the pupils. This promotes freshness, liveliness and interest; it also trains pupils to provide real instances and illustrations rather than vague and dreary generalities. Briefly, one of the main aims of composition at this stage and hereafter should be to reveal character, personality and opinions.

At this stage also it is necessary that brief reviews of class readers should be written, not so much to retell stories as to convey the aims and purposes of writers and show acquaintance with the manner in which these are attained. This aspect of writing will become more important in the fourth and fifth years.

Exercices on direct and indirect (reported) speech should be set - especial care about paragraphing and punctuating direct speech being taken. There should also be practice, occasionally written but more often orally, in turning into the pupil's own words selected sentences already met with in reading.

The wording of telegrams and business letters - in the latter the need for clarity, brevity and cogency should be stressed.

Towards the end of this year the elements of summarizing (precis writing) should be introduced. Suitable passages from the class text book, mostly narrative, and descriptive, should be chosen. Explain the dual purpose of this exercise - to reveal a grasp of the writer's continuity of thought, and to show personal ability to express such thoughts.

During this year pupils should be trained to become more conscious of an ever-growing vocabulary - of words, phrases and expressions. The motto should be - "Learn as you Read"; words, etc., should always be noted or presented in their sentence context - drawn from class readers, newspapers, etc. Practice should be given in using such new words in sentences which illustrate their meanings.

At this stage the pupils' acquaintance with further figurative expressions should be extended - on the same principle as sentence context. Such figures as sustained metaphor, hyperbole, personification, antithesis, oxymoron, pun, alliteration, assonance, onomatopoeia and anacolouthon; and modes of expression such as simple irony, sarcasm, innuendo should be noted. Common idioms, phrases and proverbs can also be discussed.

Grammar. The basis of this third year's work should be - subordinate clauses, simple functions of words in sentences, simple grammatical errors and their correction, the non-finite parts of the verb in greater detail and the sequence of tenses.

Coordinating and subordinating conjunctions should now be examined carefully. The work of the relative pronoun and its antecedent, with the subjective, objective and possessive forms of the relative should be studied. The use of the relative adverbs "when" and "where". This will lead on naturally to subordinate clauses. Brief adverbial and noun clauses can be studied. A good form, if the work in the two previous years has been done thoroughly,would probably be able to take in adjectival clauses also; but the rule should always be "slow but sure". Clauses should be set out in full details of clause, kind and functions in three-column form.

The uses of the subjunctive mood of the verb can now be touched on here, together with what good English requires in the matter of the sequence of tenses. The building up of sentences from smaller simple sentences can also be practised - this is especially useful if the exercise is based on samples from the pupils' own simpler writing. As types of clauses are introduced it would be useful to show the pupils how each clause is grammatically similar in structure to a simple sentence. Simple exercises of the type, "name the part of speech and state the function", can be introduced. The correction of sentences which contain the usual types of error - confusion of number, especially a plural verb after plural noun governed by a preposition; wrongly attached participial phrase; wrong use of comparatives, etc.

Poetry. There is now such a wide selection of verse forms in stock as to enable us to provide something of interest for the most reluctant type of pupil. The third year work in this section should ensure a variety such as is found in many good collections which the school possesses. Whilst the main stress will probably be on narrative, especially with reference to modern settings and people, it is possible to introduce the lyric and reflective type of poem, together with the sonnet, seriously. As much as possible should be read during this third year. Wherever possible, a few moments can be profitably spent on deciding what a particular poem is basically - e.g., a picture of a place or person, a significant moment, a thought or reflection, a jest, etc.; whether the poem had any special manner - e.g., an appeal to the reader's sense of beauty, rhythm, generosity or justice; a hint about human failings; an attempt to teach or instruct or just an attempt to amuse.

Drama. A number of non-Shakespearean "sets" are in stock and this number is being added to whenever suitable material becomes available. It is an aim of this course to widen the scope as far as possible. Therefore dramatised versions of well-known books have been introduced, with some success. At this stage it is possible to work on certain full-text Shakespeare plays, the foundation of "Shorter Shakespeare" in the second year serving as an efficient introduction.

The aim should be to make the text become "alive" - the vital functions of voice in such matters as meditation and soliloquy, enthusiasm and exultation, misery and remorse, tenderness and revenge: the whole gamut of human feelings as conjured up by the dramatist. Shakespearean plays such as "Macbeth", "The Merchant of Venice", "Much Ado about Nothing" and "Twelfth Night" are suitable for this year.

Non-Shakespearean drama has already been mentioned. Pupils should also be encouraged to appreciate radio and television plays, with some guidance and comment from the teacher whenever possible. By the end of the third year pupils should be aware of such matters as these: the making of a play - especially continuity, appropriate moments for entrances and exits; the general nature and purpose of the play; something about the depth of thoughtful drama as compared with the more ordinary radio/TV drama of action; the growth of character, moulded by circumstances, etc.

Prose Readers. A good selection of suitable books is available. Some attention should be paid to the literary essay - essays read being chosen especially for the relevance of the material to the titles. Text books and readers used in the third year will be found in the appendix.

Fourth Year

Composition

The Essay. The work of the previous years is continued and consolidated but with an increased emphases on the argumentative type of essay. This can be combined with class debates and discussions. By the end of the year every boy should be able to write an essay of not less than 400 words.

Close attention must be given to the form of writing - the structure of individual paragraphs, the links, the sequence of paragraphs, the introduction and the conclusion. As regards the subject matter of compositions, more stress should now be laid on the imaginative element in writing. Pupils should now be trained to set out a case for/against some topic - the argumentative composition - using some of the devices of rhetoric to make their points. Such compositions will probably be most effective when the topic is either of great personal interest to pupils or modern in its setting: e.g., "That schoolboys tend to grow ever more lazy" or "That the Machine will become the master of Man". Apart from using his native wit, the pupil should be encouraged to use apt illustrations of his points drawn from newspapers, etc.

In the latter type of composition and in the descriptive one, every opportunity should be taken of writing from the personal angle. In this way pupils see the impact of life and thought upon themselves and their writing should benefit from this realisation. More practice should be given in the letter form - both the personal and business types. Every effort must be made to discourage the formless, rambling epistle and to encourage the purposeful letter. Figures of speech in the composition should be encouraged - especially simile, metaphor, antithesis and climax.

The Summary (precis writing). The following points should be stressed:

1. A title should be supplied.
2. The exact number of words used to be stated. (allowable margin = 20).
3. Summary may be written in direct or indirect speech.
4. The summary will contain the same number of paragraphs as the original passage.
5. Apart from "technical terms" the pupil's own words are essential.
6. The acid test of a successful summary is that the sequence of thought in each paragraph was grasped. Ensure that the thought point is given - not the illustration thereof.

N.B. In the fourth year compositions and summaries should be marked according to the marking scheme which will be used in the fifth year: Composition (maximum = 40) - Subject matter and paragraphing = 15. Vocabulary, sentences and style = 15. "Mechanics" (grammar, spelling and punctuation) = 10-x; Marks are deducted from 10 at the rate of ½ per mechanical error; repetitions not to score here, except in such matters as there/their, its/it's, etc. Summary (maximum = 25) - Points of subject matter expressed in pupil's own words = 15. Sentence form and sequence, vocabulary, overall relevance = 10; Marks are deducted up to a total of 5 for mechanical errors - x.

Passages set for summarizing should be of increasing length and of various types, e.g., narrative, descriptive, expository and argumentative.

Comprehension exercises. Each pupil is provided with a text book containing prose passages of varying lengths and degrees of difficulty. Appropriate questions follow each passage. The teacher must make clear to the class the two-fold educational value of this type of work: 1. To grasp the writer's overall intention; 2. To grasp the relation of the sentences/words in the passage to the writer's aims in 1. Thus, again, the importance of meaning and adequate structure to express that meaning are made clear.

Methods to be adopted in answering certain usual types of quetions:

1. Word definitions - the use of the single word/phrase of synonymous meaning, retaining the same part of speech. Definitions of greater, lesser or negative value.
2. "Explain briefly the meaning of the following phrases" (reference given) - Write the answer as a sentence, using the given context, at the same time covering cogently the meaning of the quoted phrase.
3. Brief paraphrases - Retain the direct or indirect speech, and in sentence form cover succinctly the meaning of every part of the given sentence.
4. "Choose a figure of speech - simile/metaphor". - Quote sufficiently (e.g., not half a simile), underlining the figure fully. "Explain its meaning" or "Show how it helps to bring out the author's meaning or point of view" or "Show the aptness, etc." - It is essential to convey the quality/additional force which the plain statement would lack. (It all depends on grasping the point of similarity. Useful method for metaphors - "Just as the quality X is in A, so it is also seen in B".) For similes it is sufficient to make the point of comparison between dissimilar things.
5. Questions which test the pupil's understanding on some specific point of meaning, e.g., a sentence or paragraph relating to the writer's main intention - It is vital to grasp the meaning of the question and to be able to express the point concisely.
6. The "significance", "force" of certain given words in the passage - especially adjectives or metaphors or words used in an unusual way. Here it is necessary to express the force of meaning which the word(s) has in its passage.

Various exercises to extend grasp of vocabulary and structure can be used: synonyms, antonyms, homonyms; proverbial expressions and sayings in common usage; idioms; synthesis from several simple sentences; ambiguities within the sentence; single words for longer phrases - within the sentence. Definitions - the value of the longer word in achieving conciseness (useful in summarizing).

Grammar. Basically the aim of this fourth year course is (1) to be able to analyse into clauses sentences containing many types of constructions; (2) to be able to name the part of speech, and function, of any given word. Longer passages will therefore be set for analysis. The non-finite parts of the verb to be studied in detail -

gerunds, verbal nouns, participles and infinitives, together with their phrase equivalents.

Method and terminology in clause analysis:

1. Three-column method - Clause, Kind, Function.
2. Clauses to be written out in full.
3. Elliptical words/phrases to be written into the clauses and placed within brackets.
4. Always state whether the clause is main or subordinate; the kind of adverbial clause is to be stated.
5. State which of the five functions the noun clause has. The function of adverbial clauses is to modify; of adjectival clauses to qualify. Verbs which are modified must be written fully in column 3 - i.e., all auxiliary verbs + the participle.
6. Coordination. The second, etc. of main clauses must be stated to be coordinate with the first. With similar subordinate clauses, in addition to the normal clause functions, the clause containing the coordinate conjunction must be stated to be similar to a specifically numbered clause.

The functions of words. In addition to naming the part of speech it is necessary to state the function of the words in correct grammatical terminology: e.g., A preposition - governs a noun/pronoun - thereby forms an adverbial or adjectival phrase - which modifies or qualifies "X" in clause so-and-so. All adverbs modify - a verb or adverb or adjective. All adjectives qualify - a noun or pronoun. Relative pronouns (adverbs) - introduce adjective clauses, have their own substantive functions and relate to antecedents.

Other grammatical points to note: Correct and incorrect use of comparative and superlative adjectives. Careless use of pronouns; ambiguity arising therefrom. Incorrect sequence of moods and tenses. Misuse of participles. False agreements - often caused by an intervening plural governed by a preposition. The correct and incorrect use of "than", especially with "prefer": the incorrect usages, "scarcely ...than", "try and ... than"; "sort" and "sorts".

Punctuation. A certain minimum of punctuation must be insisted upon:

Full stop - at the end of a sentence.

Colon - used to introduce a sentence which amplifies what has just been said, or to introduce a list or short quotation. It is often equivalent to "that is to say".

Semi-colon - used before sentences which are closely connected with that which precedes, very often by means of a conjunction understood. It is also used to separate coordinate, parallel or contrasting portions of a lengthy statement.

Commas - use sparingly but whenever a pause is necessary to make clear that meaning of what is written; to mark off words in parenthesis, or out of their normal position in a clause; to enclose relative sentences, if these are used as enlargements (i.e., in non-defining clauses); to separate similar words or

or pairs or words following one another.
Quotation Marks - for the actual words of a speaker. Note the position of other punctuation marks in relation to the quotation marks.
Hyphen - Use where the two words undoubtedly form one unit.
Capital Letters - The careful use of these in beginning sentences, with proper nouns (and their adjectives), in all allusions to God, and in the single-letter words "I" and "O", "Oh", will be sufficient.

Drama. General aim: as broad a selection of reading as possible, apart from Shakespeare, but one Shakespearean play must be studied. (At this stage the demands of GCE must be kept in mind.)

Of course the teaching here must largely depend upon the teacher's interpretation of the play but the following points should be noted:

1. An understanding of the sequence of action.
2. A grasp of significant meanings.
3. The qualities of character (naming them) as revealed in the drama.
4. The use of soliloquy.
5. The change which the impact of a crisis has upon character.
6. The dramatist's "aim" and "attitude" - to be mentioned briefly.
7. The use of special moods of writing involving such matters as irony, humour, sarcasm, bitterness, self-reproach, exultation, self-analysis, etc.

Needless to say, plays should be dramatized in class or in the school hall whenever the opportunity offers itself.

Poetry. Here again the general aim should be to introduce pupils to as broad a selection of reading as possible. The longer narrative poem, the elegy, specimens of epic and humourous verse, the ode, the anonymous ballad and various types of shorter lyrics, including the sonnet should be read and the features noted.

The themes of poems, the qualities portrayed, the moods and aims of the poets, the special appeal of certain writers, the metrical and lyrical features - all these are matters of great interest. Interesting lessons can be based on noting similarities and contrasts between writers using the same theme; brief quotations which supply the keynote to the poem should be looked for; significant (for various reasons) words and phrases should be discussed; certain poems (or parts thereof) might be memorized - the choice could sometimes be left to the pupils. As in drama work, however, much must be left to the interests and enthusiasms of the teacher.

Prose Readers. The stock room contains a wide selection of suitable texts. Generally speaking, during the course of this fourth year, each form should have read at least one novel and book of essays.

The Novel. In addition to plot, situation and character, some instruction should be given on the nature of the novel as a work of art and on the aims and purposes of the novelist. The general structure should be considered with such matters as probability/ improbability and coincidence in mind. Minor characters and their importance in the novel should be noted. The interplay of character, a character's relations with other characters, the use of background, a character's reactions to an occasion or a situation, etc. should be discussed. Here again much will depend on the teacher's own interest in and enthusiasm for the book chosen.

The Literary Essay. The stock room contains examples of the work of the great essayists of the past, together with sufficient selections from the work of modern writers. Some instruction in the different methods which various writers have used in dealing with their subjects can be passed on to the pupils. The meaning of the word "essay" should be discussed, together with talks on the suitability/unsuitability of certain essays as models of structure and treatment for imitation by the pupils: e.g., essays by Addison and Lamb. A lot can be learned here about individuality and style - of the old dictum that the essay often tells us more about the writer than about his subject.

Note: At the end of this fourth year the examination papers should be modelled on the GCE 'O' level examinations; so should the system of marking. (In the Christmas and summer terminal examinations in literature, the questions should be based on the reading of the current erm. This applies to the first, second and third years also.)

This is the year when pupils take the GCE examinations in English language and English literature (apart from form 4.A who sit at the end of the fourth year). The school enters pupils for the examinations conducted by the University of London. The basis of the course in both subjects should have been firmly laid during the four previous years. The syllabuses are set out below.

English Language (Ordinary Level)

The examination paper ($2\frac{1}{2}$ hours) in English language will consist of:

(a) A composition to test a candidate's ability to write good English. Candidates are expected to devote about 45 minutes to this exercise. Six subjects will be set, of which only one is to be attempted. The subjects may include narrative, description, argument, and factual and imaginative topics; the exercise may require the use of letter form. Emphasis will be placed on orderly presentation of material.

(b) A prose passage to be summarized by the candidate to test ability to understand it and to express its main line of thought or argument. Candidates are expected to devote about 45 minutes to this exercise.

(c) A prose passage to test comprehension by means of questions on its general sense and on particular points.

(d) two wuestions, of which the candidate will be required to attempt one. One will be a grammar question, which will be subdivided so that knowledge of different aspects of grammar will be tested. One of the parts will concern the function of clauses. The remaining question will deal with one or more of a variety of topics, such as vocabulary, figurative language, definitions, paraphrase, punctuation. Incorrect spelling and punctuation will be penalised in all parts of the paper.

English Literature (Ordinary Level)

One paper (2½ hours) containing questions testing knowledge of prescribed English books.

Section A. Shakespeare - two prescribed plays, one or other of which may be studied.
Section B. Poetry - a choice to be made from various selections of prescribed poems.
Section C. Prose - a choice to be made from prescribed novels, biographies, essays, etc.

Questions from all three sections must be attempted. There is a compulsory question in Section A in which a passage will be set to test the candidates' knowledge of the meaning and subject-matter; they will not be expected to show knowledge of points of linguistic detail.

Sixth Form

English Literature - Advanced Level

Pupils sit the GCE examination of the University of London (Advanced Level). The syllabus is as follows:

Paper I. Chaucer and Shakespeare (3 hours). The paper will consist of two sections. (a) Questions on the text of two prescribed Chaucer texts (usually "The Prologue" and one of the Canterbury Tales); (b) Questions on the text and subject matter of two prescribed Shakespeare plays.
Paper II. Set books (3 hours). The paper will consist of questions on the text and subject matter of five books selected from a list representative of English literature from Chaucer to the present day. Candidates will be expected to have a special knowledge of the books selected, and such general knowledge of the history of literature as is illustrated by them.
Paper III. (3 hours). The paper will consist of passages in verse and prose which will be designed to test the candadate's ability to elucidate their meaning and to show his appreciation of their literary

form and content. Some choice of passages will be given, but candidates will be required to attempt both verse and prose passages.

English Literature - Scholarship Level

Papers I, II and III, as set for the Advanced Level.

Paper IV. (3 hours). Candidates will be required to answer three questions of the essay type from the whole field of English literature from the time of Chaucer onwards; a few optional questions will also be set on the English language.

As the paper gives opportunities for candidates to show evidence of wider reading, the illustrations given in their answers should not be confined to material used in Papers I and II.

Head of the English Department

APPENDIX 5 - PREFACE - THE PROFESSIONAL LOAD OF SECONDARY TEACHERS OF ENGLISH IN ALBERTA 1963-64. RESEARCH SERIES NUMBER 1, ENGLISH COUNCIL OF THE ALBERTA TEACHERS' ASSOCIATION

This study reports on the professional load of a selected group of teachers of English in the 1963-64 Alberta teaching force. These teachers taught in secondary schools in which courses were offered in at least two classes of any one secondary English course and with six or more teachers on the high school staff. These teachers are representative of a segment of the teacher population which deals with well over 50 per cent of the students of secondary English in the province.

The findings of this study are based upon the returns from 125 questionnaires received in June, 1964 out of 210 sent out. The committee is satisfied that the factors of grade level taught, years of teacher education, years of teacher experience and geographic area, taken into account in the distribution of the questionnaire, have provided for an adequate sample of the type of high school investigated.

The sample consisted of about 45 per cent males and 51 per cent females (approximately 4 per cent were unreported). Of the women, about 46 per cent were married; 77 per cent of the males were married.

On the average, the typical high school English teacher had eleven years of total teaching experience; however, he had only six years experience at the secondary level. Although he had more than four years teacher preparation, i.e., a degree, he did not possess a minimum four-course major in English. Specifically, the median preparation was 4.1 years; the median of English courses taken was 3.9, the mean of the English courses taken was 3.0, including Freshman English.

The fact that more than one-half of the English teachers in the larger high schools did not possess four university courses in English is disturbing, since this has been a minimum requirement for an English major in Education in Alberta universities for over a decade. In the light of the current requirement, established in 1963, that an English major in Education must complete a minimum of six university English courses, the present state of the special preparation of high school English teachers must be viewed with concern.

With respect to the nature of the teaching assignment, 11.4 per cent of English teachers in the larger senior high schools in Alberta were assigned to one grade, 44.7 per cent were assigned to two grades and 43.9 per cent taught all three grades of the senior high school. That grade specialization was limited is indicated further by the fact that 78 per cent of the teachers were teaching Grade X subjects; 88 per cent, Grade XI; and 67 per cent, Grade XII.

The typical high school English teacher was assigned three courses in English and two in other subjects for a total of five different courses. In these courses he taught, a total of seven different classes, four English and three others. His teaching assignment included 20 credits in English and ten in other subjects for a total of 30 credits. The required courses - English 10, Language 20, Literature 20, and English 30 - constituted the bulk of the English assignment. Between 50 and 65 per cent of the teachers reported giving instruction in each of them. Of the other subjects taught, social studies was cited by 24 per cent of the teachers, other languages, by 20 per cent; and business education, by 18 per cent. These responsibilities required a median of 22 hours instruction time per week, out of a possible 27.5 hours. Besides instruction the teachers had responsibility during the instruction week for additional duties such as administration and supervision.

The scope of the teaching assignment in terms of grades and courses affects the amount of different preparations which must be made. The high school English teachers reported a weekly median of 21 preparations to which they devoted a median of 13.4 hours per week.

On the average, the teachers met 102 students in their English classes, and a total of 154 students in all the classes which they taught. These figures rose to 112 and 162, respectively, when the 7 per cent of the sample which consisted of administrators, teaching only part time, was excluded. On the basis of the total sample, however, one-half of the English teachers were meeting 155 or more students in their classes, the median for this group being 128 students in English and 186 in all classes. Twenty-five per cent of all the teachers had a student load of 140 or more in English. While only 7 per cent met fewer than 100 students, 15 per cent of all teachers had a total student load of 200 or more, some having a student load exceeding 250. (Granting that comparisons have limitations, the following data may provide a basis for assessing the Alberta situation. A nation-wide survey conducted in 1963 by the National Council of Teachers of English in the United States revealed the following information relating to teaching load. Typically, American high school teachers of English teach five of six periods a day and meet a mode of 126-150 students, principally in English. Approximately 20 per cent meet 100 or fewer students; 25 per cent meet 150 students or more; 6 per cent report student loads exceeding 175, and 2.5 per cent report loads exceeding 200. The National Council has recommended, for teachers of English, a maximum total load of 100 students.)

In the light of student loads carried, if the English teachers assigned one theme a week and gave adequate individual attention to each student's writing, as recommended by many authorities, their weekly hour load would rise above 65 hours, if other factors remained constant.

In order to probe, further, the nature of the student load of high school English teachers, a number of comparisons were made. It was found that females had a 20 per cent heavier student load in English than did males; however, there was little difference in their total student loads. A direct relationship existed between the number of years of professional preparation, on one hand, and both student load in English and total student load on the other. Thus, for categories of 1-3 years of preparation, 4 years of preparation and 5 or more years of preparation, the respective student loads in English were 66, 109, and 123; the total student loads were 141, 156 and 168. Differences in the number of years of teaching experience showed little relationship to student load, although teachers with 3 or fewer years of experience reported slightly heavier loads than did other teachers. The relative proportion of the English assignment, however, did show a relationship to student load. Thus, teachers who instructed only in English reported a median student load of 167 in 6.4 classes, while teachers who carried an assignment of less than 50 per cent in English reported a median student load of 140 in 7 classes. These data suggest, as well, that English classes tend to be larger in size than classes in other subjects. This conclusion was supported when a comparison was made between teachers who teach fewer than 100 students in English and those who teach more than 100 students in English. The first group had a median total student load, of 135 in a total of seven classes; the second group had a median total student load of 176, which is roughly one-third more students, in the same number of classes. Finally, a comparison between English teachers who meet a total of more than 150 students (the median total student load) and those who teach a total of fewer than 150 students showed median total student loads for the two groups to be 186 and 128, respectively, each in a total of 7 classes. The first group, however, taught twice as many students in English as did the second (133 compared to 66), as well as carrying an equivalent number of students (53 compared to 44) in other subjects.

In addition to examining teacher preparation and teaching assignment, the Professional Load Study inquired about certain teaching practices with respect to composition and grammar. High school English teachers assign the equivalent of one 250-word theme per month in each grade. In addition, however, they require shorter writing assignments: thus, 36 per cent of the teachers reported a median of 35 assignments, principally of one-paragraph length. Such activities as grammar and vocabulary tests, text exercises, and other drill exercises were reported, each by 20 to 30 per cent of the teachers, in median frequencies of 40, 100 and 50 respectively.

Teachers evaluated students' themes either subjectively or by the use of an evaluation score sheet. There was a marked tendency for each teacher to use one method to the exclusion of the other. In the total population, however, both methods were reported with equal frequency. Procedures associated with evaluation were reported in the following rank order:

- noting spelling errors
- commenting ideas
- reading and discussing themes in class after evaluation
- re-assigning themes for correction.

Instruction in formal grammar continued to maintain a favored position. Teachers reported that of the total class time designated for language, between 15 and 25 per cent was allotted to grammar in each grade.

Finally, the Professional Load Study sought to determine the nature of the work week of the secondary teachers of English. On the average these teachers worked a 50 hour week. When the time they spent on professional activities - study, institutes, conventions, committees - during the school year was added, the work week increased to 52 hours. Adding the time devoted to professional activities during the summer holidays increased the work week further, to 54 hours.

The fifty-two hours which constituted the typical high school English teacher's school-year work week were distributed over the following activities: instruction - 24 hours, preparation - 14 hours, testing - 6 hours, supervision - 4 hours, administrative, clerical, professional and extra-curricular activities - 4 hours. Thus, 85 per cent of the teacher's time was devoted to instruction, preparation and testing, the latter including the evaluation of student writing.

A number of comparisons were made in an attempt to discover whether there were any differences with respect to hour load. It was found that females reported a three-hour-longer work week than did males, most of this additional time being devoted to testing. (Females also reported a 20 per cent heavier student load in English than did males.) Males, on the other hand, reported twice as much time for professional work as did females. Differences in total years of professional education affected total hour load very little; however, they did indicate differences in the professional area. Teachers with four or more years teacher education reported a median of 75 hours for professional activities; teachers with three or fewer years of teacher education reported 46 hours in the same area. Years of teaching experience showed statistically significant differences in hour load. Teachers with 1-3 years experience reported an average work week of 55 hours; as compared with work weeks of 48 and 46 hours for teachers of 4-10, and 11 or more years experience, respectively. Differences in student load in English and in total student load showed virtually no differences in hour load. Differences in student load, however, revealed statistically significant differences in the time teachers allot to testing, teachers with more than 100 students in English reporting 8 hours in this area, as compared to 5 hours for teachers with fewer than 100 students in this subject. Little difference was apparent between hour loads of teachers with different proportions of English assignments; however, teachers instructing 50 per cent or more of the time in English spent twice as many hours on testing as did teachers who taught English less than half-time. This difference was statistically significant. The greatest number of statistically significant differences - in preparation, testing, supervision, and extra-curricular activities - was found when a comparison was made between teachers who reported a work week below 48.5 hours and those reporting an hour load exceeding 48.5 hours. The median hour loads of these two groups were 42 and 57, respectively.

In his response regarding what might constitute a desirable hour load, the typical high school English teacher wanted his weekly hour load reduced by 7.5 hours to 46.5 hours. Specifically, he desired major reductions in instruction, supervision and clerical work, so that he could devote more time to the professional and administrative areas. Experienced teachers and teachers with a heavy English assignment expressed most strongly the desire for this reduction. Eighty per cent wanted a decrease in weekly hour load.